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ABSTRACT

The two issues of this magazine for parents, teachers, and others involved in cooperative nursery schools are designed to provide a forum for views on dealing with young children, express a variety of ideas, promote to cooperative philosophy, and to enhance the relationships of those involved in cooperative nursery schools. The Spring 1997 issue contains the following articles: (1) "Kids are Worth It! An Interview with Barbara Coloroso" (Amy Hockey); (2) "If This is a Co-op...Why Doesn't Everyone Always Cooperate?" (Ruth Koch); (3) "Russell's First Day" (Linda Rogan); (4) "I Don't Want To Go" (Donna Howe); (5) "Play is Not a Four-Letter Word" (Mary Chalup); and (6) "Speaking Effectively to Young Children" (Nancy Moorman-Weber). The Fall 1997 issue contains the following articles: (1) "Dad's Special Day" (Chuck Hage); (2) "Snacking for Health" (Dana Mead); (3) "We Are Alike; We Are Different" (Joan Johnson); (4) "Promoting Gender Equity" (Jan Romatowski, Mary Trepanier-Street); (5) "Playing It Safe" (Judy Acker-Smith); and (6) "Tribute to Co-op Teachers" (Linda Morrison). (KB)

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Offspring is written for parents, teachers and others:

- To provide a forum for views on dealing with young children;
- To express a variety of ideas;
- To promote the co-op philosophy;
- To enhance our relationships with children and each other.

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Kids Are Worth It!

An Interview With Barbara Coloroso

Amy Hockey

Kids are worth it!
They are worth it because they are children and for no other reason. They have dignity and worth simply because they are. These are words taken from Barbara Coloroso's international best-seller, Kids are Worth it, Giving Your Child the Gift of Inner Discipline. *Coloroso will enlighten and entertain during the evening keynote address on* ***Friday, April 25th*** *at the* ***MCCN Conference.*** *Her techniques are geared to empowering children, teaching them to think for themselves and letting them know there is no problem so great it can't be solved. Her talks, videos and her book take on a most difficult parenting challenge -- discipline. Coloroso says there are no quick fixes, easy answers, or recipes for parenting, but believes most people have the tools they need to be good parents.*

Amy Hockey has been an editor for Offspring *since 1991. She is a former co-op president and the mother of two boys ages eight and six. She currently operates a family day care business from her home in South Lyon, Michigan.*

Offspring: Your life has followed many paths, Franciscan nun, university instructor, and mother. How did you become one of the most sought after experts in North America ?

Coloroso: I don't consider myself a parenting expert, but rather a parent educator. I was lecturing at The University of Northern Colorado in Greeley and people started asking me to speak for their groups. That was 26 years ago.

Offspring: From your point of view, what is the most challenging part of being a parent?

Coloroso: It's challenging for parents not to be busy and so worried about what is getting done and what is not. Simply being with your children, just being there in the present with them, is challenging enough for many parents.

Offspring: What has been your greatest reward as a mother?

Coloroso: I can't think of an age or a time that was not rewarding. I have often told my three kids how lucky they were not to have a perfect parent. My daughter has just as often replied, " You are so lucky; you don't have perfect kids either."

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Offspring: As a parent I was a little shocked by the title of your video "Winning at Parenting- Without Beating Your Children." How did you decide on that title?

Coloroso: The title has to do with the win-win attitude. It is about not getting into power struggles with children but rather to act as an influence over children. A parent's job is not to have power over, control of, or to manipulate children. We can learn from our children as well. There is not a child, of any age, who doesn't teach us.

Offspring: When did your current techniques on parenting come together and did you use these techniques with your own children?

Coloroso: Parenting is an evolution for me as a human being too...of being their parent, then during puberty years being their mentor and their guide and in adulthood growing into friendship which is very different from being their parent.

It is critical that we teach this next generation how to think... not just what to think.

Offspring: What are your feelings about punishment? And what can be done if a parent reacts before thinking and punishes a child?

Coloroso: Punishment is adult oriented and doesn't teach self-discipline. It teaches children simply to avoid punishment. It attacks a child's dignity, while discipline affirms it. Discipline shows kids what they've done wrong...it gives them ownership of the problem and ways to solve it that leaves their dignity intact. Another problem with punishment is that it's counterproductive. Instead of generating more cooperation from children or better obedience, it fosters anger and resentment. With punishment you get fright—doing as they are told out of dependency and fear; fight—attacking the adult or taking the anger out on others; flight—running away mentally or physically. If a parent reacts and punishment is the result, the parent should make a sincere apology. Parents will then be modeling behavior by showing children how to apologize and mean it.

Offspring: How can parents, who choose discipline over punishment at home, deal with the possibly typical "punishment" used in other places such as school, daycare, or grandma's house?

Coloroso: Parents must become active in their communities and in their children's school and be very selective about daycare choices. When at Grandma's house, parents must remember that their first obligation is to their children, not to their own parents. You are your child's parent and you might, at some time, need to protect them from Grandma and Grandpa. It is your own children who are most dependent on you now, not your parents.

Offspring: Do you have one philosophy about child rearing on which you base your approach?

Coloroso: I have found three tenets to be the most useful in evaluating my own and other people's recommended parenting techniques:

1. Kids are worth it.
2. I will not treat a child in a way I myself would not want to be treated.
3. If it works and leaves a child's and my own dignity intact, do it.

Just because it works doesn't make it good; it must work and leave the child's and my own dignity intact.

Offspring: If parents have always used the punishment approach, what challenges are ahead if they decide to switch to the discipline approach? What reaction might they get from their children?

Coloroso: The biggest challenge will be for the parents. Going back to the Latin roots, to discipline with authority means to give life to learning. Our goal as parents is to give life to our children's learning. In giving life to children's learning, discipline involves real-world consequences or intervention, or a combination of the two. It deals with the reality of the situation, not with the power and control of the adult. The lessons are learned without nagging, reminding, or warning from the parent. Real-world consequences teach children about the world around them and that they themselves have positive control over their lives. They can make decisions and solve problems. Children will begin to feel more comfortable with the discipline approach fairly quickly.

Real-world consequences teach children about the world around them and that they themselves have positive control over their lives.

Offspring: In your book you describe a situation of a child refusing to sit in his seat. After you tried, to no avail, the management tools you had been taught, the child glared at you and said, "Make me!" As a last resort you pulled him down and sat with him. He laughed and announced, "As soon as you get up, I'm getting up too." How would you advise a parent in a similar situation with a child today who glares and says, " Make me!"

Coloroso: I learned from him that I really couldn't control kids and make them mind. Not only did I feel foolish, but that boy was still out of his seat and neither of us had much dignity intact. This incident helped me learn firsthand that really powerful teachers and parents do not attempt to control their children through threats, punishments, or rewards—all of which can backfire. In fact they don't attempt to control their children at all. I would pull back for a moment and realize I was not in control. Then I might say to a child, "Things are out of control. We'll come back to this later. It's okay for you to be upset, but my job is to teach you."

Offspring: Can parents with children of any age use the techniques described in your book?

Coloroso: Yes, it helps throughout the years. It is critical that we teach this next generation how to think—not just what to think. Chapters deal with many subjects ranging from *Bedtime Doesn't Have to Be a Nightmare* to *Sexuality Is Not a Four-Letter Word* and from *Mealtime* to *Getting Your Kid Out of Jail and Other Mega-Problems.*

Offspring: Do you have a list of books, other than your own, you recommend to parents?

Coloroso: I don't have a list of titles I would recommend. I would advise parents to look very carefully. Then ask themselves, "Does this book fit my philosophy? Is it age appropriate for my needs?" Finally, consider the style in which the book is written. There may be times when you need a little humor to get you through the teenage years or need solid factual information about child development.

Discipline shows kids what they've done wrong...it gives them ownership of the problem and ways to solve it that leaves their dignity intact.

In her book on parenting, *Kids are Worth It*, Barbara Coloroso describes three different kinds of families, with three different kinds of parenting philosophies. Although she emphasizes that parents often swing from one type to another, she finds the division useful to demonstrate the different styles of parenting.

The Brick Wall Family

This type of family is governed by order, control and obedience. Kids' feelings are ignored or negated. Characteristics include:

- *A hierarchy of control*
- *Strict rules and rigid enforcement*
- *Punctuality, cleanliness and order*
- *Fear and punishment*
- *Use of humiliation, threats and bribes*
- *Reliance on competition*
- *Conditional love*
- *Children are taught what to think, not how to think*
- *Risk of sexual promiscuity, drug abuse and suicide*
- *Not acknowledging the need to get help*

Coloroso says brick-wall families give kids little chance to find out who they are. Intimidated, the children often become compliant and easily led by any authority figure. As adults, some seek out partners who control and abuse them. They may even abuse their own children. Others swear they will never raise their children the way they were raised and instead set up a jellyfish home for their children.

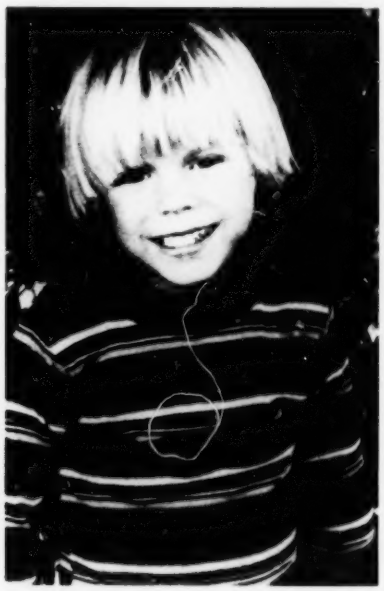
The Jellyfish Family

The opposite extreme, the jellyfish family, lacks a firm structure and stifles emotions in a different way from the brick-wall family. Characteristics include:

- *Anarchy and chaos in the physical and emotional environment*
- *No recognizable structure or rules*
- *Arbitrary and inconsistent punishments and rewards*
- *Mini-lectures, put-downs*
- *Threats and bribes*
- *Conditional love*
- *Children easily led by peers*
- *Risk of sexual promiscuity, drug abuse and suicide*
- *Not acknowledging the need to get help*

A permissive atmosphere prevails in a jellyfish family, Coloroso says. Children are smothered or abandoned, humiliated and manipulated. "They keep their feelings under guard and spontaneity in check; or they swing to the other extreme and become reckless, uncaring, uncontrollable risk takers."

Kids are worth it!
They are worth it because they are children and for no other reason. They have dignity and worth simply because they are.



The Backbone Family

Coloroso's goal is to have a family with a backbone, where parents don't demand respect, but demonstrate and teach it. Children learn to question, to say no, to listen and be listened to.
Characteristics include:

- *Rules are simply and clearly stated*
- *Consequences for behavior are either natural or reasonable*
- *Democracy is learned through experience*
- *Discipline is handled with authority, leaving the child's dignity intact*
- *Children are motivated to be all they can be*
- *Children receive lots of smiles, hugs and humor*
- *Children get second opportunities*
- *Children learn to accept their own feelings*
- *Competency and cooperation are modeled and encouraged*
- *Love is unconditional*
- *Children are taught how to think*
- *The family is willing to seek help*

Children are given messages that their parents believe in them, trust them, know they can handle situations, and that they are listened to, cared for and are very important to their parents.

If This Is A Co-op... Why Doesn't Everyone Always Cooperate?

Ruth N. Koch, M.A.

Ruth N. Koch, M.A., is a Mental Health Educator and a National Certified Counselor who lives in Ann Arbor, Michigan, with her husband David. She is the mother of two grown daughters. She specializes in teaching about conflict management and grief education.

If you're alive, you've got conflict in your life! Everyone experiences conflict; and nobody likes it! So maybe you thought that cooperating in a nursery school co-op would be one of those marvelous exceptions. Co-ops are a wonderful place to make lasting, rewarding friendships. Most of the people you "co-op" with are generally cooperative. However, you may find out that there are real people in co-ops, just like there are real people in the rest of your life. And maybe you find a real person when you look in the mirror every morning, a person who generally tries to be helpful and pleasant but who does, on occasion, behave in a rather uncooperative way. People who study such things have identified some specific kinds of difficult people. Let's take a look at those difficult folks and maybe see ourselves among them and see if we can figure out how to deal with difficult people in a way that is productive and effective.

The Complainer

Who hasn't been a Complainer from time to time? I know I have! Sometimes it's appropriate to complain such as when someone hurts us, when we've received bad service or an inferior product, when we encounter intolerance, sexism, or prejudice, or at a time of grief or loss. In a co-op constructive criticism, not just complaining, is often warranted and should be welcomed. Complaining is cultural, in that some cultures are more negative than others. I'm told by an Irish woman that the Irish do not react to anything with silence!

Americans are known world-wide for their tendency to complain when in foreign countries—about the plumbing, about the food, about the "rules," and about the service. Complaining is also habitual—it's a learned reflex that becomes automatic through repetition. When I lived in another state I was always amused to hear the natives greet my, "Isn't it a beautiful day?" with, "Yeah, but we'll pay for it next winter!"

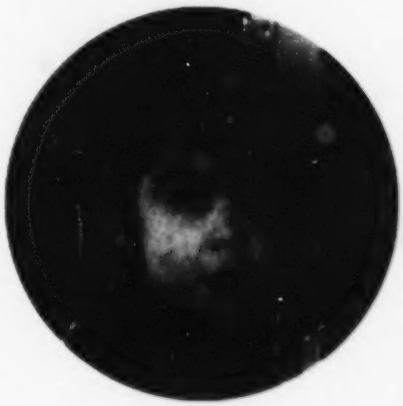
We may get drawn into others' complaining and negativism when we try to "fix" whatever it is that is bothering them. Dyed-in-the-wool complainers won't want our advice, our offers to fix, or our abundant apologies. Negativism is expensive! It can cost you your emotional well-being, invite you to become discouraged, undermine your friendships, and it can be harmful to your physical health.

And it's especially hard to be a creative contributor when you're always down in the mouth. So what can you do? If you're the Chronic Complainer, remember that complaining is optional. It's okay to feel kind of low some days, but you don't need to blame others or pull them into your own personal swamp.

Complaining is also habitual-it's a learned reflex that becomes automatic through repetition.

If you live, work, or co-op with a Chronic Complainer, you can do five things:

1. Allow people to have their own point of view, their own feelings, their own evaluation of things. What they think belongs to them.
2. Learn a language that shows respect. You can say, "I can see that you're having a bad day," without having to fix the day for them.
3. Refuse to get drawn into the negative dance. Do something different next time you hear the complaining.
4. Agree with the person about what you can, but it's usually not the whole picture. "Yes, I think the Board made a mistake this time, but they've got a pretty good track record as far as I can see."
5. Ask for what you want. "It's really hard for me to enjoy the time I spend at school when we talk about so many problems. Could we not talk about those problems for the next hour or so?"



The Blamer

The Blamer is a Chronic Complainer who tends to personalize all the complaints to you. Because everyone else is at fault, the Blamer has a hard time seeing his or her own part in problems.

Blamers are usually looking for the "perfect world" and are angry and disillusioned when they don't find it. So they look around for a handy responsible party. Sometimes you're caught in the crosshairs!

Here are some ideas for dealing constructively with Blamers:

1. Listen attentively, even if you feel impatient or guilty or angry.
2. Acknowledge the Blamer's ideas through paraphrasing. Someone has observed that Blamers and Complainers will just keep doing it *until* they feel sure someone has heard them.
3. Be willing to interrupt when it has gone on too long. You might hold up your hand, saying, "Excuse me. I think I know what you're saying. Is it...(make a couple of short restatements of what you've heard)...?
4. Agree with whatever you can honestly agree with, but let the person know which parts you do not agree with.
5. Avoid the ADR pattern: Accusation, Defense, Re-Accusation. In other words, don't do unto them as they are doing unto you. Break the pattern by listening well and being as non-defensive as you can be.
6. Use a problem-solving approach. Focus on desired behavior changes rather than personal feelings or justifying yourself. Ask, "What would you like to see happen instead? "or "How would you like the discussion to end?"
7. Avoid sarcasm, counter-attacks, and personal disparagement. It only inflames the other person. And besides, it's wrong.
8. Learn from this person. Yes, you read that right. Often we learn more from people who disagree with us and are different than we do from friends and people who are like us.
9. If there's something you need to change or correct, be sure to follow through. Don't make false promises just to get rid of someone. He'll be back. And, besides, it's dishonest.

The Sniper

Snipers are perhaps the most feared of the difficult people we encounter because they undercut people, talk behind our backs, attack when we least expect it, and sometimes use barbed humor to make a point.

Ouch! Snipers often catch us by surprise. Snipers don't like to lose—and they're often calculating, smart, and subtle. Usually, we don't know what hit us!

Here are a few ideas for surviving a Sniper attack:

1. Bring the attack process out in the open by saying things like, "What did you mean when you said,....." or "That sounds like you're pretty unhappy about the way things turned out."
2. Because the Sniper attacks in public, always deal with Sniper attacks in public. If you can recover fast enough, try to deal with the incident as it occurs.
3. Ask questions, don't make definitive statements. Say, "Would it be accurate to say that you think the children should not be allowed outside when it's snowing?" Focus on what the Sniper's agenda is, and try to get the person to come out in the open with it.
4. Seek affirmation or denial from the group. "Is this view widely held?" "How many of you think this is a good idea, too?"
5. Try prevention. If you have an almost-predictable Sniper, try to figure out the next problem and anticipate objections, problems, or protest.
6. Focus on problem-solving techniques so that, as much as possible, you can keep emotion and personalities out of the discussion.
7. You're probably not going to fix the Sniper or help this person be happy ever after—so allow the Sniper to have his or her basic problems while you work to minimize the negative impact.

The Sherman Tank

Sherman Tanks are aggressively hostile, impatient, and very judgmental people. They have a strong sense of how others should feel and think and a strong belief in the rightness of their own viewpoint. Sherman Tanks love power and get it by scaring everyone to death! Power is their underlying agenda.

Abusive, abrupt, and intimidating, Sherman Tanks don't win many friends. They do, however, influence many people. Their personal verbal attacks are often filled with unrelenting criticism, sometimes vulgarity. The strength of their attack causes others to become confused, to feel helpless frustration, or to flee.

Sherman Tanks love power and get it by scaring everyone to death!

The Sherman Tank responds well when you:

1. Stand up for yourself, but don't fight back. Sherman Tanks look for weakness and then exploit it—but, surprisingly, they respond to strength with respect! Be strong, even if you're quaking inside.
2. Don't lose control of yourself or the situation. If you need to, call a Time Out, suggesting that you will continue the discussion at a future time. Then keep your promise.
3. If you can, learn to stay out of the Sherman Tank's way. Don't overdo it, but you can probably avoid some encounters altogether.
4. If you argue, the Sherman Tank has a "hunting license." In most cases, the Sherman Tank has a life-long reputation for being extremely unpleasant and a list of victims as long as your arm. Don't add your name to the list by matching argument for argument. And, besides, it's not about what you would argue about anyway—it's about power. Don't try to outpower a Sherman Tank.
5. Maintain eye contact, don't mumble or fidget, breathe deeply. You want at least the appearance of self-confidence.
6. Work at problem-solving. It's probably the best you can do. Don't ask for apologies or other behaviors that require the Sherman Tank to admit wrong. It just won't happen. Maybe you've heard the old advice: Don't try to teach a pig to dance. It doesn't work and you'll only annoy the pig.
7. This one's hard: After the problem is resolved (and when you least feel like it!) be prepared to be civil.

Don't ask for apologies or other behaviors that require the Sherman Tank to admit wrong.

What Kind of Negaholic Am I?

Delores Curren

What do you get when you squeeze an orange? Orange juice, of course! Why? Because that's what's inside an orange! What do you get when you squeeze people by the challenge of encounters with difficult people? What's inside will come out!

So give some thought now to how you've learned in the past to deal with difficult people—and how satisfied you are with the results of your behavior. If you think you want to make some changes, good for you! It's a mature and healthy person who realizes there is always room to grow!

The Armored Pessimist: If I expect the worst, then I won't be disappointed.

The Center of the Universe: I tend to see whatever happens in terms of myself alone. (The earthquake ruined *my* World Series party).

The Flaw Detector: I focus on what others are doing wrong.

The Paranoid: The gods have conspired to ruin my life. Why does everything always happen to me?

The Math Flop: The bad always outweighs the good. If teh things go right and one wrong, the day is a minus. I look at what I didn't get done on my list.

The Geneticist: My behavior is unchangeable. I am what I am. The world is what it is. It won't change and I can't change.

The No Answer Asker: Why did this have to happen to me? What if I had married Robert instead of Sam? Why was I born. I ram my head against the stone wall of the unchangeable, an exquisite form of self-torture.

The Puritan: Anything pleasurable must be sinful. If I feel good, I must be doing something wrong. If today is fun, I'll pay for it tomorrow.

The Apologizer: I take the pleasure out of compliments by citing my shortcomings. When my husband says, "Good soup, Honey," I say "But too much bay leaf, don't you think?"

The Tragedist: I revel in others' misfortunes. I can't wait to get to the phone to talk of a friend's divorce. When things are going well for others, I predict trouble ahead. "Just wait until they're teenagers."

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Russell's First Day

Linda L. Rogan

The following two articles first appeared in Offspring, 1985, No. 2. edition.

At the time this article first appeared, Linda Rogan had just moved to a new area. Being a mother of two young children, she felt like co-op was a lifeline for her. She resides in the same home in Grass Lake, Michigan. Russell is now a 16-year-old and loves school and is doing well. Linda has three part-time jobs, allowing her flexibility to be home for her three children.

Today was a big day for Russell. It was the first day of preschool. It didn't dawn on me how significant this was to him until I noticed his resistance to the suggestion that he get dressed. This apparent reluctance surprised me. He was familiar with our co-op preschool, having watched his older brother go through two years there. Then last year he attended a playgroup once a week at the same location, where the format was very similar to that of the preschool program. Besides this, he already knew several of his classmates from the play group and other associations.

I knew all this, and even mentioned it to him. But Russ is only three, and what stood out in *his* mind was that what lay ahead was unknown. He, personally, had never been to preschool before! I acknowledged Russell's distress and gently nudged him through the morning routine until finally we were pushing open the gate and walking up the sidewalk and into the preschool. As the moment of separation drew nearer, his resistance grew stronger.

No, he wouldn't take off his jacket. No, he didn't want to hang it on his very own hook with his name on it. No, he didn't want to put on his name tag. No, he didn't want to come in and play in the sandbox. No, he didn't want to see any of his friends. And NO, it wasn't okay for mommy to leave! By this time, the teacher was calling the children together for Circle Time. I decided to stay.

I rose to my feet and left, feeling as triumphant as my child.

Some would have looked at Russell's stubborn stance, his contrary pout, and seen an ornery little boy who needed to be taught a lesson. But behind the tough front, I could feel more than see the desperation in his eyes. He wanted to plead, "Mommy, I'm scared!" but already at three he had learned to hide his fear. I responded by scooping him onto my lap as we joined the others in the circle.

Feeling more secure now, Russell was able to start to focus on the activities in the room. He promptly decided to take off his jacket and hang it up. (It was the signal I needed to know I was on the right track.)

Back in the circle, the teacher was handing out musical instruments to all the children. Russell eagerly took one offered to him. After several loud and enthusiastic songs, Russell's smile was broad and genuine. Slowly the fears had dissolved. And then he turned to me and spoke quietly and succinctly: "Leave." That one word was surprisingly eloquent in my ear. I translated it to mean, "Thanks, Mom. I'm okay now. You can go."

I rose to my feet and left, feeling as triumphant as my child. I, too, had met a challenge that morning. I had detected my little son's great need, nearly hidden beneath his big bluff, and this time I was able to supply the loving reassurance he required to face his own challenge. I will spend some time dwelling on the incident—one of those essential moments of motherhood—and I want to remember how it went so I can repeat the theme.

I know that sometimes distractions, pressures, and other influences interfere with the communication between myself and my children. Those are the times I respond badly, leaving their needs unmet. But this time, the story is about success. Russell's first day of preschool was great!

I Don't Want to Go!

Donna Howe, M.A.

It may happen to you. Some morning your usually eager and enthusiastic preschooler may announce, "I hate that dumb ol' school - I'm not going there anymore!"

This is not an uncommon situation. It often happens with a child who has apparently made a positive adjustment to the school environment and who has been having a busy and productive time. It is frequently very disturbing to parents and staff who are concerned about this abrupt change of opinion and who are bewildered by the child's negative feelings about nursery school.

Donna Howe, is a Specialist/Head Teacher in the Child Development Laboratory at Michigan State University in the Department of Family and Child Ecology. She also serves on the Editorial Board of Offspring *and is a popular presenter at MCCN's annual Conference.*

"I hate that dumb ol' school - I'm not going there anymore!"

The causes for these negative feelings are difficult to determine. Occasionally children are able to offer an explanation which may or may not be valid. More often, they are unable to identify the source of these feelings; they just know that school is not a desirable place!

The causes really are as varied as are the children themselves. A child may be testing an adult's ability to stick to an opinion. She may be engaging in some immature testing of her own powers of independence. A child may be using this situation to express fear, anger, or confusion over some non-related problem which he is unable to identify or handle. Or this behavior may reflect a developmental stage through which a child is passing.

Some possible explanations

Young children are egocentric. They see things from their own point of view and are just beginning to understand that other people also have ideas and feelings. School, at first, may seem like a wonderful place because there are so many things that the child can do. Gradually, it begins to occur to him or her that "there are other people in this place who also want to do things, use toys, and play with my friends. There are also adults here who expect certain behaviors (cooperation and other social skills) from me.

School at first, may seem like a wonderful place because there are so many things that the child can do.

They not only expect these things, they insist that I do them. I don't have to put up with this treatment at home! At least, I don't have to deal with so many people making demands upon me there. It's not so hard to get along with my own parents and a sibling or two, but 19 peers and several adults is just too hard. Forget it!"

OR: The child begins to understand that during her absence from home, parent(s) and sibling(s) are doing things without her. "If I stay home, I won't miss anything."

OR: The child's immature reasoning skills may cause some confusion. If Friday or some other non-school day is often a time for special events, the child may decide that staying home from school will make the special day come sooner.

OR: Sometimes, the "no school" idea corresponds to the child's developmental stage in another way. Five-year-olds seem to experience a strong re-attachment to home and Mother. When this occurs (whether at 4½, 5, or 5½), separation anxiety resurfaces and genuine terror appears when the child and parent are separated.

While the causes are varied, the "treatment" we have found that works for us is the same:

1. Acknowledge the child's feelings—feelings are valid and important, no matter what the cause.
2. Parents should let the child know that the decision about school has already been made! They have decided that this school is a safe, enjoyable place and that the child is going to spend a certain amount of time there. It is important that this message is conveyed to the child with certainty and confidence. If a parent sounds hesitant or unsure, the child may share those doubts.
3. Remain firm, positive, and resolute.
4. Talk to the staff about the problem. It is especially important that they be informed about any problems with another child or adult. By letting the teacher know of your child's reluctance to attend school, you can work together to come up with an agreeable plan of action.
5. Take the child to school. This may be difficult for the parent, but it must be done. It is not particularly pleasant to carry a crying, protesting child to the door, but it is important that the child understand that when a parent has made a decision, that is it! Failure to follow through will only result in a more determined protest the next time that there is a difference of opinion.
6. Turn the child over to the staff and say good-bye pleasantly but firmly, and leave. The child will usually settle down after a brief protest when he or she knows that the parent has left the premises.

There are several pitfalls for parents to avoid:

First do not insist that the child provide a logical reason for the feelings which are expressed. He or she may not be able to put the feelings into words and any attempt to meet this demand may result in exaggeration or fabrication if the child is put on the spot.

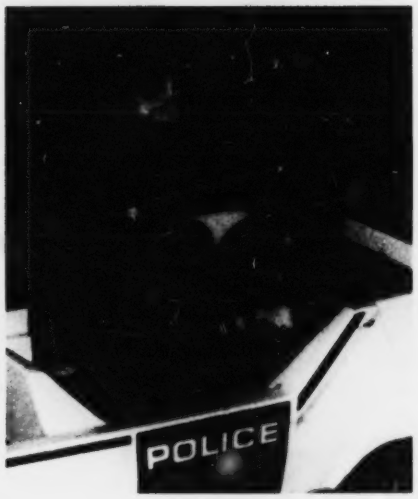
Second do not engage in a debate aimed at getting the child to agree with the parental decision or to admit that he really does like school and wants to go.

Third do not give any indication that the decision will be changed if only the child is able to persist in protesting until the parent has been worn down.

Fourth do not let the child stay home "just this once." This will encourage the child to protest longer and louder when it is time to return to school.

Fifth do not become angry!

Sixth do not bribe the child. This reinforces the idea that the decision is unpleasant for the child.



While we try hard to encourage children to make decisions, some decisions are best left to adults. It is just as well to establish this fact now, for it will be true until the child reaches adulthood. The responsibility for major decisions is too much for young children to handle. It may be frightening or overwhelming for them to feel that they have so much power for which they are not yet prepared. Adults can help to prepare children for big decisions by letting them make little decisions and by sharing the reasons for some of the decisions which adults make.

Finally, parents should know that sometimes a protesting child settles down, has a pretty good day and then resorts to anger or tears when the parent arrives at pick-up time. It is better to be matter-of-fact and not try to get the child to admit that she had a good time at school. After all, don't we all have a hard time admitting we were wrong and the other guy was right?

Parent Discussion Questions

Karen Ensminger

The preceding two articles, "Russell's First Day" and "I Don't Want to Go!", can spark some meaningful discussions on the common problems of separation anxiety and helping children make decisions.

1. What advantages and/or disadvantages are there in a cooperative nursery setting where parents regularly assist in the classroom for dealing with a child who is reluctant to participate?
2. What successful experiences have some parents or teachers had in this area, and how did they handle the problem?
3. Some parents have admitted that they have had more trouble at times separating from their child than the child has! What suggestions can you give for dealing with this situation?
4. Sometimes a child will express reluctance to return to nursery after an extended holiday break. What suggestions do you have for handling this?
5. What are some examples of appropriate choices to give a three- or four-year-old? How can we help children make increasingly bigger and bigger decisions in their lives?
6. How can we help children deal with the consequences of their decisions?

Play is Not a Four Letter Word

Mary Kate Chalup

Mary Kate Chalup is the mother of four children and past owner/director of Bright Beginning Preschool Childcare in Midland, Michigan. She attended Nazareth College in Kalamazoo and Delta College in University Center and earned her degree in child development. She recently moved to northern Michigan to open a new daycare.
This article appeared in the Midland Daily News *on Sunday, July 21, 1996.*

A child needs to explore the world around him as well as the adult world of which someday he will be a part.

I'm finding that in today's society play has almost become a dirty word. Some parents seem to feel that play has no value, and in fact, it lures children off the path of learning. I have had many parents ask, "Is *play* all they do? Don't you *teach* them anything too?" Many preschools have found a need to define play to parents using words such as "exploring his environment" or "acting upon his environment." Parents need help understanding the meaning of "play."

Being the owner and director of a preschool and child care center has made me concerned about what society has done to children's play. Play is an important part of learning. Most of the knowledge children learn is learned through play in the real world, where they are able to explore freely and to construct actively their own vision of reality, rather than be passively instructed.

Jean Piaget, a child development expert, believed "to know an object, to know an event, is not simply to look at it and make a mental copy or image of it. To know an object is to act upon it." Play is the very essence of childhood. A child needs to explore the world around him as well as the adult world of which someday he will be a part.

He needs to discover and understand himself, his own feelings and ideas, and his social relationships to others around him. I'm sure we all know adults who are very smart and "book wise" but have no social skills. They sometimes struggle to communicate with co-workers, family and friends.

We know that the first six years of life are perhaps the most important time in a child's life for learning, growing, for attitude development and for character formation. Early childhood education has come into its own. Yet this new-found knowledge brings with it very real dangers. In all eagerness to see these precious early years fully developed, we may be finding ourselves crushing the very heart of childhood.

Play is self-directed with spontaneity and improvisation.

We are making a fetish, a cult of mental gymnastics—mind all by itself, not in association with other human qualities. It's a dangerous game. Everything we know about human development and experience tells us that we are in serious trouble when we separate intellect from such emotional and social attributes as capacity for warmth and compassion, imagination, a capacity for reflection, creativity, humor and relatedness to others.

It's great to know that quite a few preschools are getting away from early childhood academics. Some are finding the academic route a dead end, and are becoming aware of the tremendous potential of natural, spontaneous and self-directed children's play. What is play?

Play is self-directed with spontaneity and improvisation. It is created by the participants. There is no right, no wrong, nor fear of failure because there is no blueprint.

When children play, the outcomes are never certain because children have no set plan. I have seen children in my center play many different ways. One child's idea of "let's play house" can quickly turn into something that has really happened to him or her. When we had a bad storm a few years back and we lost many trees, the simple game of playing house turned into a plan for what they would need in case of a storm.

It pleased me when a dad came into the center and said, "Wow! What a neat fort! How did you build it?"

They all discussed equipment needed, flashlights, radios, blankets, etc. and then asked permission to turn the fan on high to blow them around. Do you think they learned from "just playing house"? I know they did. I encourage this type of play daily. This was more real to them than us sitting with our hands in our laps, while we listen to an adult talk about storms.

Dressing up in adult clothing teaches roles. Maps used on pretend trips teach many math concepts. Building forts and block houses teaches number concepts, shapes, sizes, proportions, classification, and problem solving. When given the opportunity, children can learn while playing throughout the entire day.

I am pleased to find that many of the parents at my center have firm beliefs that play is important in their child's learning. I have a few parents who judge how much their child learned each day while outside by how dirty their children's clothes are when they pick them up.

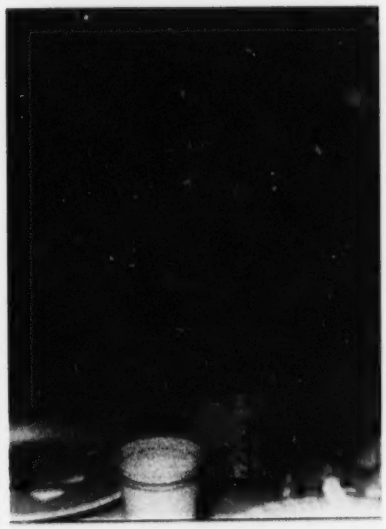
It pleased me when a dad came into the center and said, "Wow! What a neat fort! How did you build it?" The children are always thrilled to explain how their play developed into a group effort. I'm proud of the parents who say "Wow! All these art projects look different! And they all had the same materials available. How did that happen?" The parents are pleased to see that no one's art looks like anyone else's because they like to see that all children have their own creative ideas.

We've had parents come in at snack time, when we turned our pretzels into numbers, shapes, and letters. Most people would think we were just playing with our food. Our parents know we are learning by playing with our food.

The children at the center benefit by playing with children with special needs each day. They are learning, through play together, that each child is unique in his or her own way, and that "handicaps or differences" are not something to tease about or fear. They are learning acceptance and compassion.

Evaluating or choosing a preschool

Some questions every parent needs to ask are:

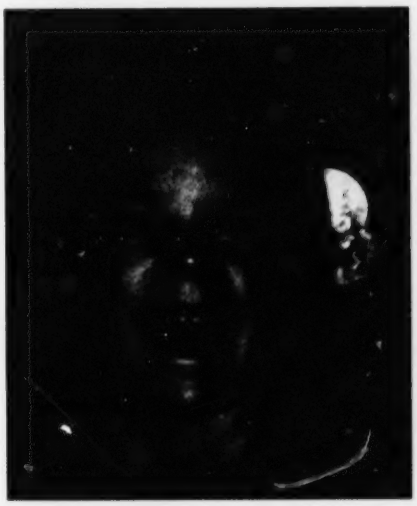


1. How much "free time" is built into your child's program?
2. Do the children socialize with one another the entire day or just at certain times?
3. Are younger children allowed to interact with older children, so that they can learn from each other?
4. Are children with special needs allowed at the center?
5. Are lesson plans flexible, to allow for the children's creativity to show?
6. How much time is spent outdoors?
7. How many of the toys and games allow creativity?
8. Do your children come home dirty from creative play in dirt, mud, sidewalk chalk, play dough or are they as clean as they were at drop-off?
9. How much time is spent on instruction by the teacher with little or no interaction with the child and his peers?
10. Is music time a creative time or a lesson?
11. Do they interact with a computer program to the exclusion of sharing their own ideas with other children?

Signs of a child's play

There is certainly a time when you may want your home to be organized, put together and clear of everyday clutter. However there are also times to consider things such as: Is there children's artwork on the walls and refrigerator? Are there forts made with sofa cushions, pillows and blankets, in your living room? Is your child's room full of her fond treasures and artwork? Does your yard have balls, bats, gloves, homemade forts, bikes, skateboard? Are your children playing hide and seek, Red Rover, and capture the flag outside?

Think about when the last time your family went on a day trip to the lake, a museum, fishing, rock hunting, or walk in the woods looking for tracks. Children and parents have a wonderful time learning from these types of activities. Take time out of your busy life and learn what it feels like to "just play" at least once a day. Most of all, let your children learn through play, and be there alongside them sometimes too!



Speaking Effectively to Young Children

Nancy Moorman-Weber

Nancy Moorman-Weber is a former classroom teacher with twenty years of experience in the fields of education and parenting. A popular MCCN Conference speaker, she has presented over 250 seminars, workshops, and keynote speeches throughout the United States, Canada, and the Bahamas. Nancy is the co-author of Teacher Talk: What It Really Means *and has published articles in professional educational journals and newsletters. You may have read her heartwarming story, "A Simple Touch," in the best-seller,* A Second Helping of Chicken Soup for the Soul.

Many years ago, as a young mother and kindergarten teacher, I began to appreciate the rewards and challenges of speaking effectively to children. As my children grew more complex and sophisticated, so did the issues surrounding their healthy growth and development. Speaking effectively to my children became increasingly important in issues of health, safety, discipline, self-esteem, relationships, and school achievement.

Gradually, I began to listen to myself and to my friends and others as they spoke to their children, and I often felt sad for children who were misunderstood and verbally assaulted by adults who loved them.

I also began to listen to children as they responded to adults and to each other, and I realized that they modeled the style and tone of verbal communication with which they were addressed. I watched children as they worked and played and faced the challenges of growing up. I learned that the words spoken to them had a great impact on their behavior and their attitudes toward themselves and others.

Adult models in the lives of children are a strong influence as they grow up in an uncertain world. Effective models of verbal communication and positive verbal guidance are crucial in today's culture bombarded with sexual, violent, manipulative and profane language. As parents, we must learn to think before we speak, to speak with purpose, to monitor our tone, and to follow through so that our children can develop positive attitudes and create outcomes in their lives. Children learn to understand their thoughts and feelings when adults use language skillfully to diffuse rather than detonate tense situations.

Parents tell me that talking effectively to children is an area of great frustration and great importance. It is one of the areas for which they feel least prepared. One woman lamented, "I heard myself use the EXACT words my mother used to say to me IN HER SAME VOICE! Those were the exact words I swore I'd never use!" This woman confirmed what I had long suspected. We tend to speak as we were spoken to because the words and attitudes of those models shaped us. Despite our best intentions, we often repeat the ineffective messages we heard as children.

One way to become more effective in speaking to our children is to understand the developmental realities of the children with whom we live and work. We must learn to see children's actions and behavior as components of their development.

We tend to speak as we were spoken to because the words and attitudes of those models shaped us.

Some of us may have been trained to interpret children as naughty or rebellious when they behave in ways that seem unacceptable. Understanding children's behavior can make a tremendous difference in our response to them. Young children are experimenting with all kinds of behaviors in their attempts to gain some control, to seek attention or to get something they want. They are not being naughty – just inexperienced. The need for control, like the need for attention or to get our own way is natural and normal, but little children don't always act on those needs appropriately. Their intentions are positive, but their behavior is inexperienced. When we understand that they are not naughty – just inexperienced – we get in touch with our natural inclination to guide

them gently, rather than to admonish them. Young children are in a constant struggle between their natural drive towards getting their own needs met and meeting the needs of others. They really do want to please the adults in their lives, but they are very young and inexperienced. The behaviors that we tend to view as negative, often have very positive intentions, but the temptations are so great and will so tender!

For example, children's behaviors have rational purpose. The child who steals things from other children may want to have what others have. He or she wants to fit in. When we understand how young children think, we don't say, "You little thief!" or "You naughty boy!" Instead we say, "That belongs to Lila." We return the possession to its owner, calmly and matter-of-factly. We are loving and firm. Our **words** are calm and loving; our **manner** is matter-of-fact; our **actions** are firm. Then we model how to "ask Lila if you can play with that."

The child who lies about breaking a treasured knick-knack may be afraid of the consequences that telling the truth will bring or he or she may fear disapproval. The child's response may be to protect herself from physical or emotional harm. When we change our understanding to better understand how young children think, we don't say "You liar!" or "You lied to me!" Instead we say, "you must feel frightened about this. Help me clean this up and then we can talk about...taking better care of our things or being careful not to break Mommy's special collections or things a child may or may not be allowed to touch."

In this way, we address the fact that the child broke the knick-knack. By sharing our displeasure honestly yet effectively, we model the expression of appropriate feelings and actions. We model our hurt. We avoid a confrontation about lying and deal compassionately and firmly with the action about which the child lied. Later, when the incident is a memory and we feel loving and connected, we can discuss the importance of telling the truth.

The child who constantly reappears after bedtime and disrupts adult conversation may have the positive intention of warding off fears or loneliness, or of feeling included. We don't say, "I'm going to count to three and you'd better be in that bed!" or "I'm not going to tell you again!" Instead we say," It is time for you to be in bed. As long as you stay in bed, your door will be open so you don't feel scared (or lonely)."

We lead the child to bed and we calmly follow through. There is no need for anger because we understand about fear and loneliness and because we know we are in charge. Even the child who hits or kicks another child may have positive intentions. This child may feel over-controlled in his or her life and want some power.

He may even be crying out for attention. We don't say, "You are a bully!" or "I'll just show you how that feels!" Instead we say, "This is very serious! When you are angry, tell her!" or "Do not hit. Ask for help." In this situation, we do not force an apology or give undo attention to the child who was violent. Most of the attention rightly belongs with the person who was harmed.

They need comforting! This approach will send a strong message to the perpetrator. Later, we tell the child, "If you want my attention, just tell me." When we understand the positive intentions behind a child's actions, we are able to talk less and act more. This is how children learn: through compassion and understanding and FEW carefully chosen words backed by action.

When we understand the positive intentions behind a child's actions, we are able to talk less and act more.

If the adult realizes that little Susan is tattling, because four-year-olds need reassurance and approval when they behave appropriately, she will deal with the situation differently than if she believes that Susan is tattling to get someone in trouble.

The adult will respond to Susan, that, yes, she knows it is time to line up, but she does not respond to the tattling, because tattling was not the intention. The intention was positive. When we understand that most behaviors are motivated by positive intentions, we look beyond the behavior to the child.

Even as we put a stop to the behavior, and we DO put a stop to the behavior, we go beyond the behavior and the consequences to help children find positive ways to label feelings, have their needs met and to handle the situation more effectively. We do this by modeling.

When you feel frustration, anger, disgust, or impatience because of a child's behavior: STOP! Change your attitude to see the child's positive intention! Say to yourself: "I want to see this differently. Is this behavior somehow appropriate for this child's age? What is really going on here? What is the child's positive intention?" Say to the child: "Stop. This is not like you. Maybe what you really want is (blank). Next time (blank)."

When you feel frustration, anger, disgust, or impatience because of a child's behavior: STOP! Change your attitude to see the child's positive intention!

When we change our attitude to see the positive intentions behind children's inappropriate behaviors, we can deal more effectively with the child and with the situation. Changing our attitude will soften our tone and our actions and help us to think more clearly and act more effectively.

THE TONE OF VOICE

It's not so much what you say
As the manner in which you say it;
It's not so much the language you use
As the tone in which you convey it.
"Come here," I said –
He looked and smiled
And straight to my lap he crept.

Words may be mild and fair
But the tone may pierce like a dart;
Words may be soft as the summer air
But the tone may break my heart;
For words come from the mind
Grow by study and art –
But tone leaps from the inner self,
Revealing the state of the heart.

Whether you know it or not,
Whether you mean or care,
Gentleness, kindness, love and hate,
Envy, anger, are there.
Then, would you quarrels avoid
And peace and love rejoice?
Keep anger not only out of your words
Keep it out of your voice.

Author Unknown

ACKNOWLEDGMENTS

We used a number of "classic" photos for this edition. Unfortunately, some of these photos did not have addresses attached to them. If we have not properly acknowledged a photographer, please accept our sincere apologies. Also, if you would like extra copies of the magazine, please contact Sherri Rivers, our Coordinator.

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I Don't Want to Go!:
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Play is Not a Four-Letter Word:
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***Offspring* is written for parents, teachers and others:**

- *To provide a forum for views on dealing with young children;*
- *To express a variety of ideas;*
- *To promote the co-op philosophy;*
- *To enhance our relationships with children and each other.*

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Vol.XXXIX No. 2

Dad's Special Day

by Chuck Hage

When I was asked to contribute an article for *Offspring* from the dad's point of view, I said "yes" without much forethought. I soon realized that I never considered myself to be a "dad" as much as a "parent". I have decided to write about one of my most rewarding experiences, strictly from a dad's point of view and for two reasons. Doing so has reinforced my positive feelings about my role as a dad. I also want to encourage other dads to enjoy shared experiences with their children through the co-op system and to continue to actively participate in their children's educational process.

About the Author

Chuck Hage and his wife, Elisa Huss-Hage, have two co-op children, Julia, 4 and Emily, 6.5. As "Just Kiddin' Around...", the Hages perform family musical concerts and provide motivational and curriculum workshops for educators and parents of young children. Chuck is Affiliate Vice-President of the Ohio Association for the Education of Young Children governing board. He is an instructor of students with multiple disabilities for Toledo Public Schools and also teaches parent/child classes for the Toledo Museum of Art Early Childhood Department.

Even though I participate in the same activities, my experience is at a different level.

Last Tuesday was Julia's special day at Fairgreen Co-op Nursery School. For days, she had been chanting and giggling, "My special day is coming! My special day is coming!" She would get out of bed and ask "Is today my special day?" She bubbled over with anticipation, telling friends, relatives, store clerks and librarians. Everyone knew it was Julia's special day. While she gleefully shared her excitement with others, I just smiled quietly with heartfelt pride as I kept my little secret inside.

At Fairgreen, each child has a special day on a rotating basis. When the child's special day nears, he or she can invite a couple of very important adults to spend that day with them at school. Our daughters, Emily and Julia, have always made a big deal out of inviting both Elisa, their mom, and me. The dates are clearly marked on the family calendar at the beginning of the year and we make our plans around them.

Julia always enjoys when I am at her school. It's a perfect time for her to show me off to the other children and share me with them. We play and have fun together with her classmates. She can teach me all about caterpillars, play puppets with me, show me the tornado in a bottle, blow bubbles, and help me make "ants on a log" for snack. Often, I'll bring my guitar and sing with the children. On Tuesday, Julia helped me teach the class a new song. Simple activities like these make the day so very special for Julia. Even though I participate in the same activities, my experience is at a different level. I see them as invaluable, enriching opportunities to help our relationship grow. I choose to participate because I already miss too much of our children's development. Choosing to go to the nursery school is sometimes difficult because of my work schedule. It would be more convenient to skip it. Nevertheless, I always find a way to make an appearance, even if it's just for 45 minutes. It is always worth it. It always lifts my spirits. I have the chance to see my child interacting with her peers and teachers. Our relationship takes on new dimensions when I step into her territory. She becomes the knowledgeable one, the teacher, and I am the student. There is so much to show me and so little time.

Too many dads are missing in the lives of too many young children nowadays...

Sometimes, children whose dads don't live at home anymore find me and tell me about how they miss their dad, when he'll visit next or what they'll do together next weekend. Suddenly, I stop and give my full attention to that child who is hurting inside. At times like these, I realize how important it is for me to be right there.

There is no more important place for me to be, for the sake of that child, or for Julia, or for myself. I wonder how Julia would have felt if I had said "no" to her invitation.

Too many dads are missing in the lives of too many young children nowadays. In the world of young children, where the vast majority of parenting is done by moms, more children need dads who are committed to being active and involved in their children's lives.

Long before I ever thought of having children, a song by the late Harry Chapin helped shape my attitudes about child-rearing. In "Cat's In the Cradle", a father recalls the life of his son for whom he never had time to play, only promises for another day. "There were planes to catch, bills to pay. He learned to walk while I was away..." The boy still looked up to his dad and said "That's OK... I'm gonna be like him ...". As the song continues, the son grows and the father continues to ignore opportunities to be with his son. In the last verse, the roles are reversed. His grown son no longer has time to visit his retired father when he is invited. The father realizes that his son has"... grown up just like me."

This song is a vivid reminder that missed opportunities have their own long-term cost. My friends with grown children have told me many times that there are only so many years that your children will let you go along, invite you to spend time with them or want to play with you. Don't turn them down when you have the chance. Fairgreen Co-op charges me a fine if I choose not to come on my child's special day. The money is used to pay another parent to take my place as a classroom helper. No thank you very much! It's my turn!

Last Tuesday, it was my great honor to visit the nursery school as Julia's guest. From the moment I accepted her invitation, Julia's special day became my special day. Now you know what my little secret was. Even though our calendar said it was Julia's special day and even though her teacher told everyone that it was Julia's special day, I knew that it was just as special to me. I knew that a plain, old, average, not so special day would be transformed into something very special for me by a 4-year-old child. I knew that the love in her eyes would remind me how important I am to her. I knew that when I arrived, everyone would know who I was, because Julia would yell "Daddy, Daddy!" and "My dad's here!" and "That's my dad, you guys!" And all I had to do was show up! Any feelings of "parental inadequacy" were quickly washed away. Even after a brief visit, I felt rejuvenated and fortified. It's difficult to return to work, but I always do so with that same quiet smile on my face and with pride in my heart.

I knew that the love in her eyes would remind me how important I am to her...

Snacking For Health

Ask any child, "What was your favorite part of nursery school today?", and chances are he or she will respond with one of two choices: recess and snack time. Snack time is a highlight in a cooperative nursery school where children usually take turns bringing food from home to share with the class. Often, the snack rotation schedule encourages families to bring a favorite food or an item from their cultural heritage. The children enjoy planning and preparing the snack at home and then proudly passing it out at school. The challenge for most parents is to prepare attractive, healthy snacks and avoid choosing packaged convenience foods with empty calories.

About the Author

Dana Mead, a former school teacher, is the Director of Publications for the Association of Child Development, sponsor of the federally-funded Child and Adults Care Food Program. Some of this material was presented at a delicious workshop at the 1997 MCCN Conference.

A snack is defined as a small quantity of food eaten between regular meals. Consuming food between meals can prevent growls of hunger, provide energy, and tide one over to the next meal. Most children cannot get the calories they need to play, think, and grow from three sit-down meals because the amount they can eat while sitting is limited by their small stomachs. Per pound, children need more calories than adults because they are growing at such fast rates. In fact, snacks provide about 20% of the calories needed to meet the daily energy requirements of most children.

While snacks are not bad, some snacks are better than others. The best snacks are those that consist of a variety of healthy foods from the Food Guide Pyramid. Included throughout this article are some foods from which you can choose when planning snacks. (Fats, oils, and sweets from the tip of the Pyramid have been omitted since these foods should be eaten sparingly.)

Snacks should also be low in fat. Excess fat in the diet can lead to heart disease and cancer later in life. Studies have proven that damage to arteries can begin as early as childhood. However, it is important to NOT limit the fat in the diets of children under the age of 2; their bodies and brain need fat and cholesterol for growth and development.

Most children cannot get the calories they need to play, think, and grow from three sit-down meals...

Bread, Cereal, Rice, & Pasta Food Choices

Noodles
Quick bread
Rye bread
Waffles
Bagels
Brown rice
Crackers
Hamburger buns
Muffins
Pretzels
Rolls
Biscuits
Bulgar
Croutons
Oatmeal
Pumpernickel bread

Fruit & Vegetable Food Choices

Alfalfa sprouts
Apples
Applesauce
Asparagus
Avocados
Bananas
Blackeyed peas
Blueberries
Bok choy
Cantaloupe
Carrots
Chick peas
Collard greens

It is also important to avoid going overboard when reducing fat in any person's diet, regardless of age. Some fat is necessary to cushion organs, keep the body warm, and transport fat-soluble vitamins A, D, E, and K throughout the body.

Snacks should be low in sugar. Claims that sugar is the culprit for hyperactivity in children and the onset of diabetes have been made; however, no study has proven these claims to be true. To date, the only scientifically proven risk associated with the intake of dietary sugar is tooth decay. In addition, if foods high in sugar often replace more nutritious foods in the diet, there is no room left for the foods that supply nutrients necessary for growth and development and the maintenance of health.

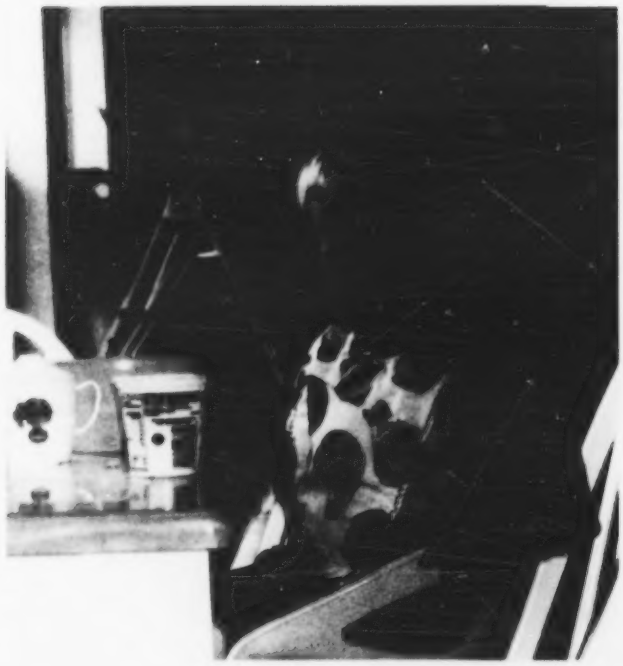
Snacks should be high in fiber, like bran muffins, bran flakes, prunes, and oranges. Dietary fiber can be found in a variety of foods, from apples and legumes to whole-grain breads and cereals. It can aid in elimination, prevent some kinds of cancer, lower blood cholesterol, and help in the management of certain types of diabetes. It is recommended that adults eat 25-30 grams of

Snacks should be high in fiber.

Protein Choices

Barbequed ribs
Beans, cooked and dry
Bologna
Cheese
Chicken
Corned beef
Cottage cheese
Deviled eggs
Fish
Ground beef
Hamburger
Hot dogs
Lamb
*Peanut butter**
Pork
Roast beef
Quiche
Sausage
Scrambled eggs
*Shell fish**
Sloppy joes
Split pea soup
Steak
Tuna salad
Turkey
Veal
Yogurt

** Do not serve to children under the age of 1, due to risk of choking*



fiber a day. The recommendation for children between the ages of 2 and 20, is to eat as many grams of fiber as their age plus five. For example, a 4-year-old should consume a minimum of nine grams of fiber daily.

Snacks should also be high in nutrients. Many children's diets are lacking in iron, calcium, and vitamin A. Iron is a mineral that is necessary for the formation of hemoglobin in blood and myoglobin in muscles, which supply oxygen to cells. Without iron, anemia and fatigue may set in. Calcium is a mineral that aids in bone and tooth formation, promotes blood clotting, enables muscles to contract and relax, and regulates the heart beat. Without calcium, heart palpitations and osteoporosis are possible consequences. Vitamin A is necessary for growth and repair of body tissues, infection resistance, bone and tooth formation, and healthy skin and mucous membranes.

Many children's diets are lacking in iron, calcium, and vitamin A.

Fruit & Vegetable Food Choices

Corn
Endive
Figs
Guava
Honeydew melon
Iceberg lettuce
Kiwi
Kohlrabi
Lemons
Mangoes
Mushrooms
Mustard greens
Onions
Oranges
Papaya
Peas
Peppers
Potatoes
Prunes
Radishes
Romaine Lettuce
Tangerines
Tomatoes
Turnips
Winter squash
Yams
Yellow squash

Exploring Food Using The Five Senses

It is no earth-shaking revelation that children enjoy "playing" in the kitchen. I have fond childhood memories of making chocolate chip cookies with my sister, rolling out pie crust with my aunt, and decorating Christmas cookies with my mother. By encouraging children to participate in the preparation of healthy snacks, children not only develop an understanding of healthy eating that can follow them into adulthood, they can further the development of their:

- ☺ *coordination and manual dexterity by pouring milk into muffin batter, tearing lettuce leaves, measuring flour, and stirring cookie dough.*
- ☺ *social skills by following directions, taking turns, sharing utensils, and working together to create a finished product.*
- ☺ *mathematic skills by measuring, counting, predicting, comparing, and dealing with size and shape.*
- ☺ *knowledge of other cultures through food.*
- ☺ *science skills by observing changes in form through mixing, cooking, freezing, mashing, etc; dealing with temperature; using senses to observe and experience; and experiment through trial and error.*
- ☺ *self-esteem by making choices, using creativity, and working towards a finished project to show for their work.*
- ☺ *language by reading recipes, dicussing likes and dislikes, and learning new words for foods and cooking procedures.*

Taste

- *After washing the food, take a bite. What does it taste like? Do you like the taste?*
- *Do all parts of the food taste the same?*

Feel

- *What does the food feel like?*
- *Is it smooth? Is it bumpy?*
- *When you squash the food between your fingers, is it wet like water? Does juice come out?*
- *How does the food feel in your mouth? What other foods feel that way?*

Below are several ideas for snacks that children can help you prepare. Even the pickiest eater will be tempted to taste something she/he has helped create. So roll up your sleeves and get cooking!

Freeze red and green grapes, banana chunks, and pineapple tidbits for a sweet, no-fuss treat.

Combine unsweetened, ready-to-eat cereal, pretzels, fish crackers, raisins, and peanuts (do no serve to children under the age of 1, due to risk of choking).

Place banana halves on popsicle or craft sticks. Dip bananas in crushed graham crackers or ready-to-eat cereal. Serve or freeze first.

Fill ice cream cones with low fat yogurt. Top with fruit chunks.

Combine leftover plain, cooked, cold rice with yogurt, raisins, and cinnamon.

Exploring Food Using The Five Senses

Smell

- *Does the food have a smell?*
- *Does it smell like a flower? Like a carrot? Does it smell like any thing you know?*

Look

- *What does the food look like?*
- *What color is the food? Is there something in this room the same color?*
- *Cut the food lengthwise. What do you see? Cut the food crosswise. Does it look different?*

Listen

- *Does the food make a noise when you shake it?*
- *Does it make a noise when you break off a piece?*
- *What other noises can you make with the food?*

Slice bagels or pitas into thin slices. Spread them on a baking sheet and bake at 350 F for 10-12 minutes to make out-of-the-ordinary crackers.

Make sailboat sandwiches. Scoop out the centers of hot dog buns and fill with tuna salad. Add celery stalks with leaves for sails.

Top raw potato slices with peanut butter.

Let children shell fresh peas for a fun activity, then eat them for a snack.

Melt a variety of leftover cheeses together. Dunk day-old bread or vegetables into the cheese.

Set out shredded lettuce and a variety of salad toppers, such as cherry tomatoes, sliced mushrooms, and alfalfa sprouts. In a resealable plastic bag, the children can combine lettuce and the vegetables of their choice with salad dressing. Just a few shakes of the bag tosses the salad.

Make a daisy salad. Spread torn spinach leaves at the bottom of a plate for grass. Spoon cottage cheese in the center of the plate. Arrange mandarin orange sections around the cottage cheese to look like petals. Attach a celery stick for the stem, and a maraschino cherry for the center of the flower.

Arrange sliced fruits and vegetables on a tray. Serve with a dip made of cottage cheese or yogurt.

Snacks provide 20% of the calories needed to meet the daily requirements of most children...

Mash bananas and mix with peanut butter (do not serve to children under the age of 1, due to risk of choking), and yogurt. Spread mixture on tortillas. Sprinkle with raisins, shredded carrot or cheese, or drained pineapple. Roll into a burrito-shape and enjoy!

Freeze an unopened can of sliced peaches, pears, or fruit cocktail. Just before serving, run the can under warm water. Open the can, slide out the fruit, and slice it in rings. Serve immediately.

We Are Alike; We Are Different

by Joan Johnson

"Is multicultural education appropriate for young children? Teachers often describe their difficulties in trying to explain to children the concepts related to cultural, economic, and racial differences. Sometimes they feel that their attempts exaggerate intergroup differences rather than promote positive relationships; other times they wonder if children are even interested in these issues." (Ramsey,1987)

About the Author

Joan Johnson, M.A., began her early childhood career as a teacher/program director in a parent cooperative nursery school. She has also worked for Mother Hubbard Nursery in Livonia, MI Eastern Michigan University's Children's Institute, Schoolcraft College Children's Center, and the University of Michigan's Child Development Program. She is presently supervising the Preschool Program at Jackson Center in Livonia.

The world our children live in today is not the same world we experienced as children. The traditional American family and neighborhoods where everyone is of the same racial, ethnic, and cultural background are becoming less prevalent. The "Melting Pot" theory which taught that all cultures were blended together into one "American" culture, has been replaced by the "Tossed Salad" theory which describes Americans as being separate, unique ingredients which add flavor and interest to the whole. People from other countries are encouraged to maintain their ethnic and cultural heritage.

Between 2 1/2 and 3 1/2 years old, children become aware of stereotypes, feelings, and ideas about people, including themselves.

As cultural diversity increases in our communities, there is a need for people of all races and ethnic backgrounds to communicate and develop acceptance and appreciation of all people. It is our job as parents and educators to help children resist bias and develop healthy attitudes about human differences.

Children begin to form attitudes about people who are different from them at a very early age. Research shows that by the age of 2, children are noticing differences and similarities among people. They begin to form their own hypotheses to explain the differences they are seeing and hearing about. Between 2 1/2 and 3 1/2 years old, children become aware of stereotypes, feelings, and ideas about people, including themselves. In addition to people of other ethnic backgrounds, children also notice, are curious about, and sometimes are fearful of persons with disabilities.

The way we answer children's questions and respond to their early ideas about people who are different from them is important in helping children develop positive attitudes towards people of various backgrounds. Children who learn about other people through a variety of

hands-on activities are much more likely to see people as individuals rather than as members of a particular group. Children need to be given opportunities to interact with people who are different from themselves and be given concrete information about other groups of people in order to create knowledge and understanding that will promote acceptance and appreciation of all people.

Preschoolers are not ready to learn a lot of facts and figures about different countries. Most children in early childhood programs are cognitively at the stage of preoperational thought. This preschool type of thinking is limited to mental representations with which the child has had some experience. Pre-schoolers find it difficult to interpret the world from any other point. Hence events and information outside of their immediate realm of experience are not meaningful to preschoolers. Therefore, cultural information should focus on what is meaningful to young children. Programs need not emphasize things that children are not ready to conceptualize. Too much information about other countries may over emphasize exotic differences. Parents and teachers should try to relate activities to the child's present world. Stress everyday things such as clothes, food, and music to which the children can easily relate. Multicultural education should stress similarities as much as differences. This can be done by incorporating everyday cultural experiences such as games, foods, and songs into the curriculum. By doing this, children begin to see that people who do things differently are not frightening or wrong, and children start to identify with and care about people of diverse backgrounds and lifestyles.

Multicultural education should stress similarities as much as differences. This can be done by incorporating everyday cultural experiences...

As a preschool teacher, I struggled to find ways to present information to young children which would be accurate and meaningful at the same time. I found the best way to do this was to integrate and incorporate anti-bias and culturally diverse books, activities, and materials into my present curriculum. The steps I took in developing a multicultural program are outlined as follows:

STEPS TO IMPLEMENTING A MULTICULTURAL PROGRAM

EXAMINE YOUR PERSONAL BIASES AND ATTITUDES

We are all products of our experiences, values, and backgrounds. Think about the values and attitudes you have developed. Are you saying or doing things that may be offensive to others? Are you portraying racial or ethnic stereotypes? Do you see the need to promote diversity?

EXAMINE YOUR CLASSROOM

Do the books, posters, and photographs in your room represent a wide variety of cultural groups as well as persons with disabilities? Are multicultural markers, paint, and paper included in your art materials? Do you use music and songs from different countries? Have you included dolls, food, and clothes from different cultural groups in your housekeeping area?

EVALUATE YOUR PROGRAM

Do you have a plan for collecting information about the families involved in your program? Have you found a way to integrate family cultures into your program? Are you involving parents in developing plans and goals? Do you solicit parents' advice and support? Parents can be encouraged to share celebrations and holidays or special events that are important to their families. They can also be invited to share songs, stories, games, toys, or foods from their culture.

COLLECT MATERIALS AND IDEAS FOR ACTIVITIES WHICH CAN BE INCLUDED IN YOUR PROGRAM.
Ask other teachers to share activities which have worked for them. Look in catalogs to find toys, books, and other materials that would fit into or enhance your present curriculum.

If we begin with the children and teach them healthy attitudes about people who are different from them, perhaps we can look forward to a more peaceful world.

EVALUATE YOUR APPROACH TO HOLIDAY CELEBRATIONS
Are you only celebrating Christian holidays? Children need to know that not everyone celebrates the holidays that are familiar to them. They need to know that some people celebrate different holidays. Young children can participate in singing songs, making decorations, or preparing special holiday foods for a variety of holidays without being bombarded with a lot of facts and history of the particular holiday. Young children need to be introduced to a variety of celebrations and given simple explanations which they can absorb at their level of development. As they get older, more detailed information and explanations can be added to the knowledge they have accumulated.

Books to Use with Preschoolers

I. Resource Books

Anti-Bias Curriculum: Tools for Empowering Young Children—Louise Derman-Sparks
Small World Celebrations—Jean Warren and Elizabeth McKinnon
Families Around the World: A Thematic Unit for Young Learners—Jo Ellen Moore
The Kids' Multicultural Art Book —Alexandra M. Terzian
Children Just Like Me—Kindersley

II. Body Parts and Senses, Self-Esteem

We're Different, We're the Same—Sesame Street
We Are All Alike... We Are All Different—Cheltenham Elementary School Kindergartners
All the Colors of the Earth—Sheila Hamanaka
My Five Senses—Aliki
Bright Eyes, Brown Skin—Cheryl Willis Hudson
Here Are My Hands—Bill Martin, Jr.
Two Eyes, a Nose, and a Mouth—Roberta G. Intrater
The Day of Ahmed's Secret—Heide & Gilliland

III. Disabilities

Someone Special Just Like You—*Tricia Brown*
Mama Zooms—Jane Cowen-Fletcher
A Very Special Critter—Mercer Mayer
Our Brother has Down Syndrome—Shelley Cairo
My Sister's Silent World—Catherine Arthur

IV. Families

Families Are Different—Nina Pellegrini
I Love My Family —Wade Hudson
The Relatives Came—Cynthia Rylant
Amos and Susie: An Amish Story—Merle Good
My Father is in the Navy —Robin McKinley
I'll See You When the Moon Is Full —Susi Greg Fowler
Jamaica Tag-Along—Juanita Havill
Daniel's Dog—Jo Ellen Bogart (New Baby)
Good Times, Bad Times - Mummy and Me—Priscilla Galloway
What Will Mommy Do When I'm at School?—Dolores Johnson
Tell Me A Story, Mama—Angela Johnson
Do I Have A Daddy?—Jeanne Warren Lindsay
Rise and Shine— Mariko-Chan, Chiyoko Tomioka
Treasure Map—Juanita Havill
Grandma Drives A Motor Bed—Diane Johnston Hamm
Flower Garden— Eve Bunting

V. Houses and Homes

Come Over to My House—Theo. LeSieg
Houses and Homes —Ann Morris
Our Home is the Sea—Dennis Luzak
Tar Beach —Faith Ringgold
Homes— (Big Book Magazine)
The Fourth Little Pig—Teresa Celsi
Fly Away Home —Eve Bunting (Homeless)

VI. Food

Pizza Party—Grace Maccarone
Little Nino's Pizzeria—Karen Barbour
Daddy Makes the Best Spaghetti—Anna Grossnickle Hines
Everybody Cooks Rice—Norah Dooley
Cleversticks —Bernard Ashley
Bread, Bread, Bread —Ann Morris
What Food is This?—Rosmarie Hausherr
Chicken Sunday—Patricia Polacco
Eat Up Gemma—Sarah Hayes
The Paper Crane—Molly Bang (Asian Restaurant)
Potluck—Anne Shelby

VII. Clothes

Hats, Hats, Hats— Ann Morris
Whose Hat?—Margaret Miller
Jennie's Hat—Ezra Jack Keats
Uncle Nacho's Hat—Harriet Rohmer
Sari Games—Amanda Welch
Whose Shoe?— M. Miller
My Best Shoes —M. Burton
Shoes From Grandpa—Mem Fox
New Shoes For Silvia—Jerry Pinkney

IX. Seasons

Gilberto and the Wind —Marie Hall Ets
Welcome Back Sun —M. Emberley
Yagua Days—Cruz Martel
Thunder Cake—Patricia Polacco
Umbrella—Taro Yashima
Rechenka's Eggs—P. Polacco
Just Plain Fancy —P. Polacco
Eskimo Boy—Russ Kendall
Mama Do You Love Me? —B. Joosse
On Mother's Lap—Ann Herbert Scott
The Seasons and Someone—V. Kroll

X. Holidays & Celebrations

Tree of Cranes— Allen Say
Hershel and the Hanukkah Goblins—Eric Kimmel
The Chanukkah Guest—Eric A. Kimmel
Let's Play Dreidel—Roz Grossman
A Turn for Noah—Susan Remick Topek
My First Kwanzaa Book —Deborah M. Newton Chocolate
Sam and the Lucky Money—Karen Chinn (Chinese New Year)
A Carp for Kimiko—Virginia Kroll (Japanese Boy's Day & Doll Day)
Dancing with the Indians—Angela Shelf Medearis
Red Bird—Barbara Mitchell & Todd Doney
Grandma's Smile—Elaine Moore (Halloween)

Promoting Gender Equity

Jane A. Romatowski, Ph.D.
Mary L. Trepanier-Street

gen-der: the condition or quality of being of the male or female sex
eq-ui-ty: fairness or impartiality, freedom from bias or favoritism

Is preschool too early to worry about gender equity? The authors pose this question and their answers may surprise you.

About the Author

Dr. Jane A. Romatowski, Associate Dean/ Professor at the University of Michigan- Dearborn School of Education, has been a friend and supporter of Offspring for many years. Her professional pursuits include promoting literacy development and diversity.

Dr. Mary L. Trepanier-Street, Professor at the University Of Michigan-Dearborn School of Education, is the Director of the UM-D Child Development Center and the Early Childhood Education Program Coordinator.

"You don't get a doll for a boy!" says Courtney with much emphasis on *for a boy* and a hearty laugh. "Only men can be pilots" asserts Todd with great confidence and a sense of finality. Both these scenarios emerged in different studies we were conducting to determine the level of gender stereotyping in young children. The children were both kindergartners.

The time was now—the 1990's. The responses were not surprising. Our research in the area of gender equity has been ongoing for the last fifteen years in preschools, kindergartens and elementary classrooms. We have seen positive changes with our intervention studies, but we realize that gender equity must be a continuing goal for caregivers, parents, teachers, and administrators. And it becomes increasingly clear that achieving these goals begins early - in the home, in the community, and in preschools.

Where does one begin? Is preschool too early? Is there room and time enough in a day to teach still one more thing? When thought about this way, most likely nothing will get done. However, gender equity is not a subject like math or science or story time. It is an underpinning for everything we do throughout the day. Though gender equity can be a topic of study, achieving gender equity goals will come through the subtle and not so subtle messages we give to girls and boys in our care.

Gender equity is not a subject like math or science or story time. It is an underpinning for everything we do throughout the day.

With that in mind, we would like to propose ten ideas for you, or for you and your staff to consider, to talk about, to research, and to evaluate as you help the youngsters in your care to move to a more equitable vision of the roles of men and women in our society.

We can choose to broaden the mission of human potential by expanding children's thinking about the roles men and women play in society.

1 Keep yourself informed and aware. The more you read, the more you study, the keener your sense will be about what is an appropriate message to be sending to young boys and girls.

2 Analyze your own behavior with children or ask a colleague to assist in such analysis. Videotaping oneself or audio-taping or peer observations can help to answer questions about differential treatment and about the quality of interaction between yourself and the girls and boys in your care.

3 Use children's literature to your advantage. Consciously strive to select books that portray both genders in strong roles, that portray both genders as problem solvers, that portray both genders as capable of assuming a wide variety of occupational roles. Use the books as discussion starters and expand the story content into other curriculum areas, e.g., role playing, artistic expression, dictated stories, etc.

4 Use informal conversations with boys and girls to promote gender equity. Use questioning strategies to help young children examine their beliefs about females and males. Leading children, through questions, to articulate their beliefs, to explain their ideas, to think differently, is better than just telling them what to think.

5 Pay attention to how play areas are used. Make sure that both boys and girls get to explore a variety of play options regularly.

6 Provide direct learning experiences for girls which will encourage development of spatial, mathematical and scientific abilities. Regular and frequent opportunities to play with blocks, with mechanical toys, and with tools will be important.

Engage your parents in discussions. Share your views about gender equity.

7 Provide direct learning experiences for boys which will encourage verbal skills and literacy skills. Regular and frequent opportunities to listen to stories, to play in the reading corner, to engage in dramatic play, to write and to dictate stories will be important.

8 Invite moms and dads and other community helpers to visit the preschool and talk about their jobs. Prepare children for the visit by exposing them to the occupational role through literature, pictures and discussions, films and videos, etc. Help the children to prepare a list of questions to which they want answers. Follow the visit with extended activities such as dictated chart stories, class books, or role-playing.

9 Use current events to promote gender equity goals. Pictures from newspapers and magazines can serve as springboards for discussion. Creating a wall of pictures showing males and females in a variety of roles can have a powerful cumulative effect as the wall of pictures grows over time. The visual representation helps to consolidate all the discussion which accompanied the pictures.

10 Engage your parents in discussions. Share your views about gender equity; provide them with examples of differential treatment of boys and girls to avoid; invite them to participate in your curriculum; send literature home that promotes awareness of gender equity; and invite experts to speak on the topic at parent teacher meetings.

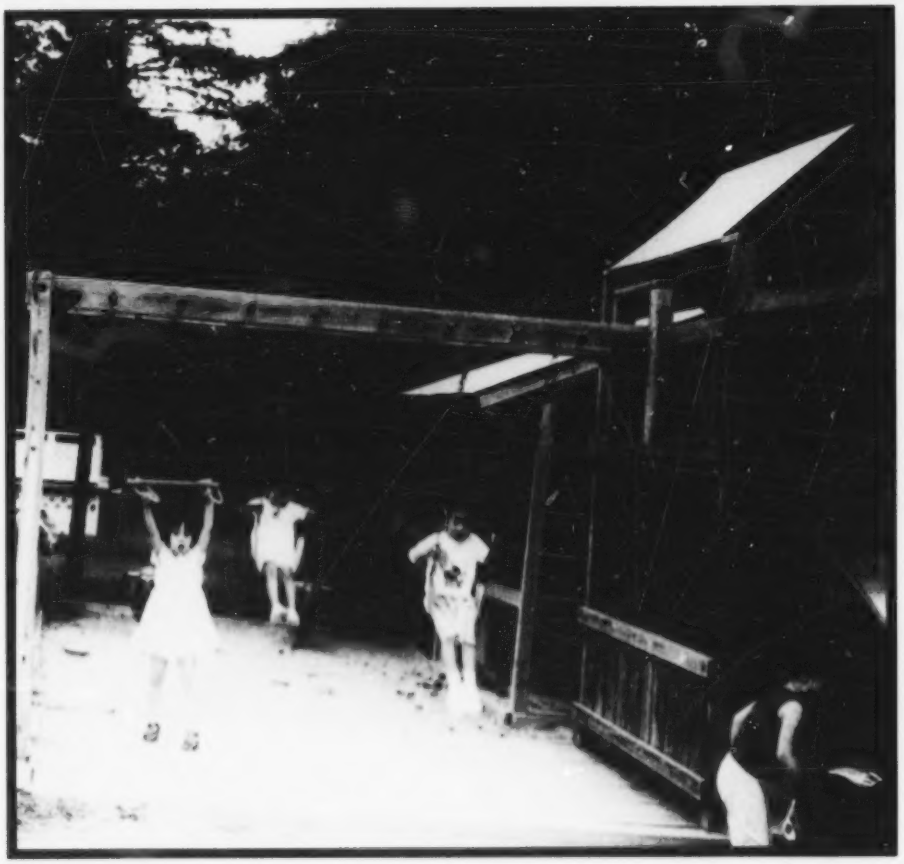
Preschools like all schools are microcosms of society. We have the choice of reinforcing stereotypes which limit potential or we can choose to broaden the vision of human potential by expanding children's thinking about the roles men and women play in society. It would be foolish for us not to maximize our chances for the future. Is preschool too early? No. A more important question is, "Are we committed to promoting gender equity?"

Interesting references for young listeners

- ***He Bear, She Bear***
  — Stanley & Janice Berenstein
- ***Mommies at Work***
  — Eve Merriam
- ***Daddies at Work***
  — Eve Merriam
- ***Tommy and Sarah Dress Up***
  — Gunilla Wolds
- ***Boys and Girls, Girls and Boys***
  — Eve Merriam
- ***What Can She Be? A Newscaster***
  — Gloria & Esther Goldreich
- ***Daddy Makes the Best Spaghetti***
  — Anna Grossnickle Hines

Playing It Safe

By Judy Acker-Smith



The playground: a great place for laughter and learning, but is your child safe on the playground? Most parents and teachers are not aware of potential safety hazards until a serious playground injury or death occurs. Then, there is a frantic search to answer the question "How can we make our playground safer?"

About the Author

Judy Acker-Smith is a National Certified Playground Safety Inspector and a co-op parent in Portage, MI. Her company, Playground Safety Insights, is devoted to significantly reducing the frequency and severity of playground injuries. She presented a workshop on this important topic at the 1997 MCCN conference.

These startling statistics might convince you to take a closer look at where your child is playing, before a preventable injury occurs:

- The U.S. Consumer Product Safety Commission (CPSC) reported that more than 240,000 children required emergency room care for injuries received in playground accidents in 1995 and there have been 276 deaths in the past 15 years.
- A recent survey by the Consumer Federation of America found that more than 90% of all playgrounds pose serious safety risks.
- In schools, playground injuries are the leading cause of injuries for children ages 5-14.

As more parents become aware of these facts, there has been a heightened campaign for playground safety. There is now a National Playground Safety Institute and a National Program for Playground Safety. "National Playground Safety Day" was instituted in 1997, and the State of Michigan recently passed a law called the "Playground Equipment Safety Act".

Through extensive research into the causes of playground injuries and deaths, we now have CPSC Guidelines and American Society for Testing and Materials (ASTM) standards. Conforming to these safety standards will prevent most serious playground injuries and deaths.

Nearly 60% of all injuries are caused by falls to the surface. Falling only a few feet onto asphalt, concrete, grass or hard-packed dirt can cause a life-threatening injury!

In an effort to promote safer outdoor learning environments for children, Playground Safety Insights offers the following basic tips to help you evaluate and upgrade your children's playgrounds:

Provide a protective, shock absorbing surface such as pea gravel, wood mulch, sand or rubber. Loose fill materials must be maintained at a depth of 9-12 inches.

Install protective surfacing within the use zone, which is the area under and around equipment where a child may fall:

Climbers

- 6 feet in all directions

Slides

- 6 feet to the sides and rear
- height of the slide plus 4 feet at slide exit

Swings

- 2 times the height of the top bar to both the front and rear
- 6 feet on sides

Remove drawstrings on children's clothing and also check for areas where drawstring might get caught such as:

- gaps between the slide, slide platform and hood
- bolts that protrude
- open "S" hooks
- angles less than 55 degrees

An entangled child can become unconscious in 15 seconds and death can occur in as little as 3 minutes!

Our cooperative efforts and these few "playground safety tips" can reduce both the number and severity of preventable playground injuries and may save a child's life!

Make sure all openings are less than 3.5 inches or more than 9 inches unless the ground forms the lower boundary. Check all openings between:

- vertical and horizontal rungs
- steps
- platforms
- hand rails

Children can get trapped and strangle in openings where they can fit their body but their head gets caught.

Remove all heavy animal swings and wood or metal swing seats. Make sure swings meet the following standards:

To/Fro Swing

- Only 2 swings per bay
- minimum of 24" between each swing
- minimum of 30" between the swing and support post

Tire Swings

- Only 1 swing per bay
- Clearance between swing and support post of the length of the swing chain plus 30"

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Tribute to Co-op Teachers

By: Linda Morrison

To spark a child's interest and
start her on the path of
learning is a wonderful thing.

To be able to do this well
and with gentle guidance
and respect is a rare talent.

To teach through words
as well as by example
is a gift that will serve a child
well long after the lessons
have ended.

To be a friend to the parent
is to go the extra distance
and see beyond the child.

To teach well and with care
is to teach from the heart,
a special gift of yourself.

Linda Morrison, a professional freelance writer, is a co-op mom and former student of Jean Brown at Franklin Co-op Preschool in historic Franklin, MI.

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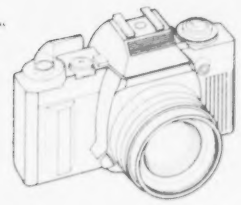

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